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ABSTRACT

The course is designed to enable persons to perform nursing aide activities appropriately, comfortably, and safely. It can be used as an introduction to health occupations for secondary school seniors desiring to become familiar with the field of health careers. Seventeen goals of the 240-hour course are cited for the following eight units of instruction: the nursing aide/orderly as a member of the health team; the patient's needs, comfort, rest, and activity; the patient's physical environment; observation and reporting; the patient's personal hygiene nursing routines; the patient's nutritional needs; nursing care for elimination; and controlling infections. For each unit, objectives are cited, resources and activities are suggested, and student performance outcomes are listed. A quiz and a bibliography conclude each unit. Teacher's guides for both a written and a practical examination are included. A supplement containing suggestions for starting a new class; sample forms, schedules, classroom layout; classroom space, plumbing facilities, and equipment needs; and lists of classroom equipment and supplies are appended to the document. (AG)

ED 089020

Training Course for

Nursing aides & Orderlies

(Nursing Assistants or Hospital Attendants)

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P 72-47

TRAINING COURSE
FOR
NURSING AIDES AND ORDERLIES
(NURSING ASSISTANTS OR HOSPITAL ATTENDANTS)

Revised August, 1972

WASHINGTON STATE
COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION
OLYMPIA, WASHINGTON 98504

TRAINING COURSE
FOR
NURSING AIDES AND ORDERLIES
(NURSING ASSISTANTS OR HOSPITAL ATTENDANTS)

LENGTH OF COURSE------240 HOURS

FOREWORD

Training Course for Nursing Aides and Orderlies is the result of events which have followed since the first edition was printed in January, 1963. The Training Course for Nursing Aides revision of March, 1965, was developed following an evaluation made by instructors and representatives of schools conducting programs for nursing aides. The recommendations made at that time were incorporated in the new course outline and included an increase in the length of the course from 180 to 240 hours.

The interest in this course continues and has expanded to include the need for a foundation in personal health care at the secondary level. The title has been changed to include the male orderly, although it is equally correct to use the terms nursing assistant or hospital attendant.

Training courses for nursing aides and orderlies are designed for persons who are preparing to become nursing aides or orderlies or for persons who are or have been employed in hospitals, nursing homes, or other health agencies for this field of employment. The program of instruction must be based on a consideration of the skills, knowledge, and attitudes required in the occupation and within the legal limits of the occupation. The course should follow a planned, logical sequence of those skills, knowledge, and attitudes which are necessary for the individual to meet his occupational objective within the time allotted. Emphasis at all times should be on the needs, feelings, and well-being of patients receiving personal health care. Preventive and rehabilitative aspects should be stressed throughout the course.

Schools which anticipate offering programs of instruction for nursing aides and orderlies or other health occupations personnel may contact the office of Health Occupations Education, 216 Old Capitol Building, Olympia, Washington, 98504.

Arthur A. Binnie
Director and Executive Officer
Washington State
Coordinating Council for Occupational Education
Olympia, Washington 98504

ACKNOWLEDGMENTS

Appreciation is expressed to many individuals representing various health organizations and services who have shared in organizing and producing the content of these course guidelines.

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STATEMENT OF PHILOSOPHY

Members of the nursing profession believe they must assume a large share of the moral and professional responsibility for the quantity and quality of nursing care which citizens of the State of Washington receive when they are patients in nursing homes, hospitals, or other health care facilities.

The dangers to the patient receiving nursing care from untrained and unskilled personnel cause deep concern and demand education as a course of action. It seems necessary to provide for the nursing aide/orderly some learning experiences as an introduction to patient care and an opportunity to develop some basic nursing skills.

This course is not and cannot be a comprehensive and definitive course but is a strictly limited introduction which provides a foundation upon which each employing nursing home or hospital should build.

This course is designed for those persons whose potential is such that they are able to perform nursing aide activities appropriately, comfortably, and safely. It is a foundation course for patient care. It can be used as an introduction to health occupations for secondary school seniors wishing to view in a closer, more involved way the field of health careers. Those persons who wish to qualify for more responsible positions should be encouraged to study and prepare themselves through further education in the chosen health care field.

Leadership of the nursing team is the responsibility of the registered professional nurse and this responsibility, with other related functions, cannot be delegated. It is recognized that the nursing team is composed of nursing personnel who are registered professional nurses, licensed practical nurses, nursing aides, orderlies, and attendants. Members from each of these groups of nursing personnel may make a respected and worthwhile contribution to the care of patients.

The nursing aide or orderly is a member of the nursing team who assists in the care of patients under the direction and supervision of a registered professional nurse, or licensed practical nurse. The aide/orderly's assistance should be limited to those activities which do not require the knowledge, skills, and judgment of the licensed practical nurse or the registered professional nurse.

Since the concept of the nursing aide/orderly is that of a helping person on the nursing and health teams, our frame of reference throughout this course has focused on ways in which the nursing aide/orderly may share in meeting some of the nursing needs of the patient.

Reflected in this course is the belief that there are basic human relations, health science concepts and principles that are applicable to all persons sick or well, and that a basic core of knowledge and skills is necessary for all personnel who have any contact with sick persons.

GOALS OF THE COURSE FOR NURSING AIDES AND ORDERLIES
(Nursing Assistants or Hospital Attendants)

Upon completion of this 240-hour course, Training Course for Nursing Aides and Orderlies, and with access to policy and personnel handbooks or accepted textbook references, the nursing aide/orderly will

-- identify the role of the aide/orderly with its responsibilities and limitations.

-- identify members of the health team and the aide's/orderly's relationship to them.

-- function as a member of the health team.

-- conduct self on the job in line with policies from personnel handbook and/or accepted text reference.

-- demonstrate acceptable work relationships with staff.

-- develop personal health habits and skill in using body mechanics.

-- share in providing a clean, safe, pleasant environment for the patient.

-- show kindness and consideration for patients' feelings and well-being.

-- translate his concern for patients into skillful observation and reporting of patient's physical, emotional, social, and spiritual needs.

-- relate to patient with empathy.

-- maintain confidential information.

-- develop beginning skills in caring for the patient's personal comfort, personal hygiene, and elimination needs.

-- assist in providing for the patient's emotional, social, recreational, and spiritual needs.

-- assist in providing for the preventive and rehabilitative factors in patient care.

-- demonstrate skill in practicing basic principles and techniques in the prevention and control of infection.

-- qualify for job entry as a nursing aide or orderly.

-- use the knowledge and experience gained in this course to make a self-fulfilling career choice.

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Nordmark, Madelyn Titus and Rohweder, Anne, Scientific Foundations of Nursing, J. B. Lippincott Co., Philadelphia, 2nd edition, 1967

Stevens, Marion Keith, Geriatric Nursing for Practical Nurses, W. B. Saunders Co., Philadelphia

Thompson, Ella M., and Murphy, Constance, Textbook of Basic Nursing, Lippincott, Philadelphia, 1968

Towle, Charlotte, Common Human Needs, American Association of Social Workers, New York, 1952

*Recommended texts and workbooks

SUGGESTED DISTRIBUTION OF HOURS

Units		Theory	Practice	Total Hours
I	The Nursing Aide/Orderly as a Member of the Health Team	8		8
II	The Patient--His Needs, Comfort, Rest, and Activity	8	12	20
III	The Patient's Physical Environment	6	10	16
IV	Observation and Reporting--Communications	8	4	12
V	The Patient and His Personal Hygiene Nursing Routines	12	18	30
VI	The Patient and His Nutritional Needs	4	8	12
VII	Nursing Care for Elimination	6	10	16
VIII	Controlling Infections (Isolation)	6	10	16
	Totals	58	72	130
	Clinical Practice			110
				240

Possible Time Options for Secondary School Programs

1 year - 180 days @ 2 hours per day or 360 hours total

1 semester - 90 days @ 3 hours per day or 270 hours total

1 trimester - 60 days @ 4 hours per day or 240 hours total

Possible Time Options for Adult or Post-Secondary Programs

8 weeks @ 30 hours per week or 240 hours total

6 weeks @ 40 hours per week or 240 hours total

Evenings @ 2 to 3 hours per evening up to 240 hours total

UNIT I: THE NURSING AIDE/ORDERLY AS A MEMBER OF THE HEALTH TEAM

Time: 8 hours Theory

Objectives

The nursing aide/orderly will

list five goals of the nursing aide/orderly program.

define one main function for each of at least six health care practitioners.

list two responsibilities of the health team members with whom the aide/orderly works most closely.

identify the aide's/orderly's role, responsibilities, and limitations.

name at least six of today's major health problems.

list two functions of each local health agency.

assess his own health, using established signs of optimum health.

list names of departments on an institution's organizational chart.

refer problems for proper disposition.

identify those personnel policies affecting the aide's/orderly's job.

list twelve tasks which can appropriately be assigned to the nursing aide/orderly.

identify and wear appropriate attire, make-up, etc., for job.

demonstrate acceptable working relationships with staff.

control his own emotions.

maintain confidential information.

practice handwashing technique.

list five habits which contribute to good health.

UNIT I: THE NURSING AIDE/ORDERLY AS A MEMBER OF THE HEALTH TEAM

Resources and Activities	Outcomes
Using "Starting a New Class" in the Supplement, supply name cards/tags, school forms. Introduce instructor/ students.	The student will identify classmates and teacher. complete all school forms.
Using written school/job policies, discuss parking, attendance, procedure for reporting absence/ tardiness, etc.	demonstrate acceptance through compliance with written policies.
Using written syllabus of course content and objectives, discuss program, testing, and evaluation.	discuss objectives, course content, and offer suggestions. evaluate program by describing his first impressions and expectations of the course.
Tour the classroom. Explain facilities and equipment.	identify supplies and uses by naming and listing same.
Use application forms and job requirements for school/job. Conduct class group discussion.	identify desirable traits and attitudes needed when working with others as, for example: -- liking people -- being considerate of others -- controlling emotions.
Show model of school uniform for men and women. Explain special "requirements."	ask questions. wear the uniform according to established standards: -- clean -- groomed -- attractive
Discuss grooming, attitudes, cleanliness, and language of dress, self-respect, etc.	exchange--give and accept-- constructive comments of classmates.

UNIT I: THE NURSING AIDE/ORDERLY AS A MEMBER OF THE HEALTH TEAM

Resources and Activities (cont'd)	Outcomes (cont'd)
	The student will
Use text reference and organizational chart. Show films such as "Team Relationships," "This is Nursing," "We Who Work in Hospitals," "Health Careers," "Helping Hands for Julie."	list two functions for each of six members of the health team. identify those with whom the aide/orderly works most closely. fill out a simple organizational chart.
Discuss the aide's/orderly's role in detail.	identify aide's/orderly's responsibilities and limitations.
From a list of adjectives, conduct conference of those attributes required of a "good" nursing aide or orderly.	select the six most-needed qualities for a "good" aide or orderly.
Discuss aide's/orderly's responsibilities to employer, staff, patients, families.	identify and list rights of each. discuss ways of maintaining confidential information.
Using personnel handbook or text reference, with the job applicant role play a personal interview. Discuss salary, hours, vacations, self-improvement, fringe benefits, Social Security, insurance, records and evaluations.	enter into discussion about points which pertain to him in his future job. begin to build vocabulary and read current professional magazines.
Assign text or project references and/or procedures previous to each phase of unit.	study assignment and make reports.
Discuss major health problems from recent publications and news: drug abuse maternal care venereal diseases percent of aged stress factors ecology - pollution	participate in class discussion about major health problems. identify at least four or five major health problems.
Distribute brochures, conduct tours, assign reports of local health care facilities.	identify in class group discussion purpose of local health care facilities.

UNIT I: THE NURSING AIDE/ORDERLY AS A MEMBER OF THE HEALTH TEAM

Resources and Activities (cont'd)	Outcomes (cont'd)
	The student will
Distribute hand-out list or use text reference or write list of health traits on blackboard.	recognize signs of health. identify a healthy person in the class. assess own health.
Discuss importance of habits which lead to good personal health, habits which prevent illness. Emphasize handwashing as a prime safety measure essential to personal and patient health. Demonstrate handwashing.	list habits which contribute to good health and prevention of illness. discuss handwashing. list times when handwashing is needed. return handwashing demonstration.
Give test.	recall correctly 70% of reference information, and will on the job demonstrate retention and use of material offered in class situation.

UNIT I: THE NURSING AIDE/ORDERLY AS A MEMBER OF THE HEALTH TEAM

QUIZ ON UNIT I
(Suggested examples of items to include in teacher-made test)

List the three major responsibilities the aide/orderly has to the following co-workers:

Employer	Housekeeping staff
Head nurse	Laundry staff
Doctor	Food service
Other aides	Maintenance

List aide's/orderly's responsibilities to patient care.

What can a nursing aide/orderly do to insure that he will be "nice to be near"?

What can a nursing aide/orderly do to insure that others will enjoy working with him?

The resources are suggestions. The instructor should plan own presentation. For this first unit discussion questions or additional aids might be obtained from:

Texts and Workbooks

Caldwell, Esther and Hegner, Barbara, Health Assistant, 1969, pp. 1-15, 21. Delmar Publishers, Inc., P. O. Box 5087, Albany, N. Y., 12205

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Gmur, Fador, Glass, Langan, Making Health Decisions, 1970, pp. 3-13, Prentice-Hall, Inc., Englewood Cliffs, N. J.

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Jodais, Janet, Personal Care of Patients--A Text for Health Assistants, 1970, pp. 3-17, 121-124, J. B. Saunders, Philadelphia, Pa., 19105

Films

"Health Careers"	"This is Nursing"
"Helping Hands for Julie"	"We Who Work in Hospitals"

All films named above are listed in the 1971 Washington State Film Library Catalog and available from Washington State Library, Olympia, Washington, 98504.

UNIT II: THE PATIENT--HIS NEEDS, COMFORT, REST, AND ACTIVITY

Time: 8 hours Theory
12 hours Practice

Objectives

The nursing aide/orderly will

identify a patient's basic physical, social, emotional, and spiritual needs and help plan nursing care.

distinguish priority of patient's needs above routines and procedures.

adapt nursing care needs to the individual's needs.

identify and help provide for a patient's need for activity, rest, and sleep.

use policy or procedure manuals, references, and textbooks.

follow a step-by-step procedure to give nursing care.

demonstrate skill in adjusting the bed for individualized patient care needs.

use such devices as side rails, trapeze, foot board, cradle and lifting sheet.

position and turn the patient.

apply slings, ace bandages, or support devices.

assist a patient on and off a stretcher.

assist a patient to ambulate and use such aids as crutches, walkers, wheelchairs.

note and report changes in independence, progression as well as regression.

assist in self-care as allowed.

identify conditions that predispose to skin damage.

observe and report any pressure area on skin.

describe measures to use in preventing skin break down.

demonstrate skill in using massage, foam sponge, cushions or other devices for skin care.

UNIT II: THE PATIENT--HIS NEEDS, COMFORT, REST, AND ACTIVITY (cont'd)

Objectives (cont'd)

The nursing aide/orderly will

demonstrate skill in applying and removing prothesis as artificial limb, hearing aid, artificial eye, and contact lens.

recognize and report emotional states.

identify the needs of the patient with a special handicap.

recognize that emotional changes may be caused or aggravated by pain or tension, by aging or a handicap.

help provide for security, privacy, companionship, and recreational activities as much as possible for each patient.

allow a patient freedom of religious expression.

make an effort to understand without criticizing or condemning.

allow for common human differences.

help provide for the needs of the unconscious and the dying patients.

UNIT II: THE PATIENT--HIS NEEDS, COMFORT, REST, AND ACTIVITY

Resources and Activities	Outcomes
	The student will
Assign study previous to the various sections of this unit from textbooks, workbooks, and procedure manuals. Stress at all times the importance of the patient as a person--a person of importance--a person with basic human needs.	study assignments relative to the patient's needs. participate in class discussion. describe at least five common human needs for persons of any age, well or sick. compare the needs of healthy people with the special needs of sick patients.
Discuss physical, emotional, religious, and social needs of people, of patients.	list factors which influence basic needs.
Point out that patient needs vary with the individual and his circumstances. Some are lonely, in pain, afraid, in financial stress, unable to help themselves either partially or completely. Age and social background also influence basic needs.	describe first patient contacts in terms of needs recognized through observation while providing patient care. show compassion, kindness, respect to everyone.
Discuss growth and development, the aging process, the variations in body responses for each age level. Enlarge on the need for activity throughout life.	list specific changes of aging. describe ways in which social and physical activity can be encouraged.
Review handwashing. Discuss importance of handwashing as a safety precaution to be practiced consistently.	establish personal handwashing habit (according to standard procedure). list the times handwashing is indicated.
Using film, "Balance in Action," or "Image in the Mirror," or slides, "Posture in Nursing," demonstrate body mechanics. Write principles on blackboard or flip chart. Demonstrate manipulation of bed(s) and furniture, applying the principles of body mechanics.	return demonstration of body mechanics: --stand with broad base of support, one foot slightly ahead of the other --bend knees, keep back straight, bend from waist --face direction of pull or push --keep center of gravity as close as possible to his own weight as counterbalance

UNIT II: THE PATIENT--HIS NEEDS; COMFORT, REST, AND ACTIVITY

Resources and Activities (cont'd)	Outcomes (cont'd)
	The student will
Demonstrate positioning. Emphasize preventive and restorative values of movement. Emphasize principles of body mechanics applied to positioning.	return demonstration of body mechanics: (cont'd) --shift weight from forward to rear foot when pulling --shift weight from rear to forward foot when pushing. continue to practice the use of body mechanics.
Demonstrate measures used for patient activity, comfort, and safety: side rails, cradles bed boards, foot boards trapeze, lifters sandbags, foam towel rolls, sheep skin pillows, slide board	return demonstrations and practice by role playing the use of side rails, cradles bed boards, foot boards trapeze, lifters sandbags, foam towel rolls, sheep skin pillows, slide board
With above demonstrations include measures which may be used in providing for activity, comfort, rest and sleep.	return demonstrations of measures which may be used in providing for activity, comfort, rest, and sleep.
Discuss preventive and rehabilitative values at this demonstration.	recognize preventive and rehabilitative values of activities provided through use of mechanical devices.
Discuss rehabilitative goals.	use the mechanical devices according to directions: a belt, crutches, walker, wheelchair.
Demonstrate use of mechanical devices such as a belt, crutches, walker, wheelchair.	show concern for patient's fear. unless joints are very painful, support extremities under joints.
Demonstrate the procedure with various types of paralysis or handicaps.	assist patient to sit and stand (always using good body mechanics).
Provide further realism with actual patient who will demonstrate his achievement.	move a patient to a chair, stretcher or commode.

UNIT II: THE PATIENT--HIS NEEDS, COMFORT, REST, AND ACTIVITY

Resources and Activities (cont'd)	Outcomes (cont'd)
	The student will
Plan a tour of schools for visually handicapped or those with a hearing loss, perhaps a school for the mentally retarded.	form teams and demonstrate ways of assisting patients with a variety of handicaps. participate in class discussion --regarding the handicapped person's problems, feelings --regarding the wide range of possibilities in rehabilitation --regarding the role of the aide/orderly in working with the handicapped --regarding the need for professional direction and supervision in providing this assistance.
Demonstrate care of the unconscious. Demonstrate moving patient up to head of bed.	list objectives and safety practices. return demonstration moving patient to head of bed.
Discuss care of the dying. Allow students to express their feelings at length about talking with families in case of death of a patient. Demonstrate special measures used in caring for the dying.	participate in discussion about dying. show that he cares but is still a person of strength and reliability. return demonstration in classroom and later under supervision in the clinical setting.
Demonstrate discharge procedure of a person who has expired.	return demonstration (emphasize check out of belongings) in classroom and later under supervision in clinical setting.

Resources and Activities (cont'd)	Outcomes (cont'd)
	The student will
Use films such as "The Road Back," "Second Chance," "Challenge of Management."	teach and encourage the patient to self-help, as allowed.
Demonstrate massage, active and passive exercises, range of motion. Demonstrate back rub, care of pressure areas.	practice and return demonstrations for massage, active and passive exercises, range of motion, back rub, care of pressure areas.
Demonstrate helping a patient dress and undress. Emphasize letting patient help himself, if allowed, and within his activity tolerance.	observe improvement and regression. report these observations and help plan nursing care.
Demonstrate filling hot water bottle and ice pack. Discuss uses of heat and cold. (Other hot packs or baths may be saved for on-the-job instruction.) Emphasize contra-indications, hazards, and precautions in use of hot water bottles and electric pads.	return demonstration of any measure demonstrated and practiced. (hot water bottle, ice pack, etc.)
Discuss air cushions, alternating pressure pads, and demonstrate in clinical setting if available.	list goals to be achieved: improved circulation skin, prevention of pressure areas or deformities, etc.
Discuss the needs of the patient with a special handicap: mental sight hearing touch speech motor power Demonstrate any prosthesis. Discuss ways to handle these problems or handicaps.	identify the common emotional or mental problems. show respect, consideration, and compassion. make observations and reports. help plan nursing care. handle and help apply prothesis.
A speech therapist may help, if available. Show film 'That the Deaf May Speak."	list measures that may help in working with an uncooperative or confused patient.

UNIT II: THE PATIENT--HIS NEEDS, COMFORT, REST, AND ACTIVITY

QUIZ ON UNIT II

(Suggested examples of items to include on teacher-made tests)

Outline the handwashing procedure.

List the principles of good body mechanics.

Name at least five common human needs.

What are some factors that affect these needs?

List some observations that might be made on a patient who needs rest.

What are some measures you might use for a patient who is hard of hearing, has a visual handicap, or a speech impairment?

From the following examples identify which show (a) physical need (b) emotional or social need or (c) spiritual need.

1. _____asks for minister.
2. _____crying, says she feels lonesome.
3. _____gets impatient to get up.
4. _____refuses a bath.
5. _____asks to have door closed at night.

Make a list of subject areas you would discuss with a patient. Those you would avoid. Why?

List some observations you may make while helping a patient walk.

What major joints do you exercise with range of motion exercise?

What observation signals you to stop?

How can you assist in maintaining independence of handicapped, chronically ill, or older persons?

Give five examples of "activities of daily living."

List measures used to <u>prevent</u> loss of body function.

List measures used to help <u>restore</u> loss of function.

When and where would you use a "trocanter roll"? Why?

Why is change of position important whether bedbound or chairbound?

What can you do to encourage social exchange and activity between or among patients in long-term-care settings?

QUIZ ON UNIT II (cont'd)

Name two problems associated with aging.

What can be done to maintain personal identity for individual patients?

Identify two items of nursing care given an unconscious patient.

UNIT II: THE PATIENT--HIS NEEDS, COMFORT, REST, AND ACTIVITY

Textbooks, Workbooks, References

Caldwell, Esther and Hegner, Barbara R., Health Assistant, 1969, Delmar Publishers, Albany, New York, pp. 8-15, 32-33, 38-43, 80-87, 87-89, 151-156, 164-170, 171-178

Donavan, Belsjoe, Dillon, The Nurse Aide, McGraw-Hill, Inc., 1968, pp. 18-30, Relationships; pp. 209-213, Care of Dying; pp. 166, 216-234, Posture, Body Mechanics, Moving and Positioning Patients

Hospital Research and Educational Trust, 840 North Lake Shore Drive, Chicago, Illinois, 60611, Training the Nursing Aide,
Lesson 6: Lifting, Moving, and Transporting Patients
Lesson 7: Giving Back Rub, Preventing Bedsores
Lesson 13: Using Hot Water Bottles
Lesson 17: Care of the Dying Patient

Jodais, Janet, Personal Care of Patients, a Text for Health Assistants, W. B. Saunders, 1970
pp. 21-26, His Needs; pp. 39-59, Helping Him Move About; pp. 60-81, Helping Him Care for Himself; pp. 183-206, Your Patient; pp. 207-209, Your Patient and Death; pp. 213-227, Special Types of Patients (through Handicapped); pp. 256-270, Unconscious or Critically Ill; pp. 213-220, If Your Patient doesn't Understand; pp. 221-227, If Your Patient is Handicapped

Kenny Rehabilitation Institute, 1800 Chicago Ave., Minneapolis, Minn., 55404, A Handbook of Rehabilitative Nursing Techniques in Hemiplegia, 1964

Leake, Mary J., Simple Nursing Procedures, third edition, W. B. Saunders Co., Philadelphia, 1961
pp. 40-58, Unit V; pp. 99-101, Hot Water Bottle; pp. 108-109, Icebag/ Collar; pp. 156-161, Critically Ill and Dying, Caring for the Body After Death; pp. 20-24, Handwashing

Films

"Balance in Action" (Body mechanics)
"Image in the Mirror" (Body mechanics)
"Road Back" (Home nurse care of sick and injured)
"Second Chance" (Stroke rehabilitation)
"Challenge of Management" (Rehabilitation of stroke)
"Diary of Connie McGregor" (Rehabilitation of aged and chronically ill)
"That the Deaf May Speak" (How deaf children learn)
"Return" (Physical therapy for paraplegic)

The above films available from Washington State Film Library
Washington State Library
Olympia, WA 98504

UNIT III: THE PATIENT'S PHYSICAL ENVIRONMENT

Time: 6 hours Class and Demonstration
10 hours Return Demonstration

Objectives

The nursing aide/orderly will

describe the importance of the physical environment to patient welfare and sense of well-being.

recognize the value of human interaction as creating part of the environment.

define "patient's environment" to include the "unit" or room, furniture, cleanliness, light, color, temperature, ventilation, humidity, and safety.

identify ranges of normal of patient's physical environment, as ventilation, temperature, humidity.

adjust individual room thermostat to temperature level comfortable for the patient.

strip a bed and dismantle a unit.

prepare a clean patient unit ready for occupancy.

select, assemble, and arrange furniture, equipment, and supplies to complete a unit.

make a closed bed according to demonstrated procedure with fresh linen and wrinkle free.

hang clothes and store patient's belongings in drawers and cupboards.

check inventories and order supplies according to instructions and demonstrations.

identify and select equipment and supplies needed to do his assigned tasks.

follow written and demonstrated instructions for using, adjusting, cleaning, and storing equipment and supplies.

observe safety regulations.

UNIT III: THE PATIENT'S PHYSICAL ENVIRONMENT (cont'd)

The nursing aide/orderly will

keep supply areas in order: stack linen neatly, put equipment and supplies in designated drawers, cupboards, store rooms.

observe and report safety hazards observed in the conduct of his job such as loose wires, faulty or damaged electrical equipment.

remove clutter from steps and hallways.

remove spilled liquids, flower petals, and broken glass from floor.

follow instructions on fire drill and emergency evacuation procedures.

locate emergency equipment.

refer a related problem to the right channel for disposition.

comply with security measures.

UNIT III: THE PATIENT'S PHYSICAL ENVIRONMENT

Resources and Activities	Outcomes
	The student will
Assign study previous to this class from textbooks, procedures, procedure manuals, etc. (See suggested resource page at end of this unit.)	study the assignment related to The Patient's Physical Environment from textbooks and procedures.
Discuss importance of physical environment to a person's welfare in general and to a patient's welfare in particular.	participate in group discussion about patient's physical environment. describe importance of environment to patient.
Conduct class discussion on components of "environment," such as colors, temperature, humidity, noise, etc.	define "patient's environment" to include the "unit" or room, furniture, cleanliness, light, color, temperature, ventilation, humidity, and safety.
Discuss the need for self-expression through opportunity to make choices.	
Point out ranges of "normal" for ventilation, temperature, humidity, and relationships to age, body type, and state of health.	identify ranges of normal for ventilation, temperature, and humidity.
Demonstrate adjustment of thermostat.	adjust thermostat to level comfortable for students in classroom.
Discuss housekeeping and housecleaning in general and the importance of sharing in tasks to provide for order and convenience. Provide samples of inventory. Show labeled shelves and drawers of utility and supply areas.	check inventory. order replacement supplies. keep work area neat and orderly.
Demonstrate method for stacking clean linen and storing various supplies in cupboards and drawers.	stack or place linen supplies and keep linens clean and orderly and report any in need of mending or repair.
Provide samples, utensils, and other types of equipment used for patient care such as stainless steel, plastic, rubber, glassware.	examine samples of utensils.

UNIT III: THE PATIENT'S PHYSICAL ENVIRONMENT

Resources and Activities (cont'd)	Outcomes (cont'd)
	The student will
Discuss disposable versus reusable types of supplies.	clean and store a sample of each type of utensil and equipment.
Demonstrate cleaning and storage of each. Arrange tour of a central supply area in hospital.	list methods of cleaning. describe methods of sterilizing. list the types of equipment observed. list methods observed in the sterilization of equipment and supplies.
Discuss the handling of glass for safety, of tubing for cleanliness.	observe ways in which glass is protected from breaking and describe. practice safe disposal of broken glass.
Provide handout of written procedures or use those found in assigned texts or procedure manuals.	review with teacher points of question aroused by first reading of procedures.
Demonstrate procedures for:	return demonstrations and according to procedure:
stripping a bed. dismantling a room, disposal of linen, utensils.	strip a bed. dismantle a room, dispose of soiled linen and utensils to designated place.
cleaning a unit: bed, furniture, utensils.	clean a unit: bed, furniture, utensils. keep work area neat and orderly.
making up a fresh unit--point out need for economy in use of equipment and supplies to avoid waste.	make up a fresh unit; select, assemble, and arrange furniture, equipment, and supplies to complete a unit--take only what is needed.
making a closed bed.	make a closed bed.
Discuss care of patient's personal belongings, hang clothes on hangers, importance of consulting with patient's wishes about his "things."	hang clothes on hangers. observe and care for patient's personal items, as much as possible according to his desires.

UNIT III: THE PATIENT'S PHYSICAL ENVIRONMENT (cont'd)

Resources and Activities (cont'd)	Outcomes (cont'd)
	The student will
Discuss flowers, mail, visitors. Demonstrate flower arrangements or invite florist to come and demonstrate care of flowers and plants.	arrange flowers. deliver mail. direct visitors.
Arrange with firemen to show film, demonstrate equipment and emergency evacuation procedure. Provide handout sheets of written procedures.	follow instructions and participate in fire drill. return demonstration on use of fire equipment. follow instructions on emergency evacuation procedure. locate fire equipment and escapes.
Discuss closed and locked doors.	identify safety and security measures.

UNIT III: THE PATIENT'S PHYSICAL ENVIRONMENT

QUIZ ON UNIT III

(Suggested examples of items to include in teacher-made test)

List environmental needs of patients.

Give ranges of "normal" for room temperature and humidity.

How do these differ with age?

List all items which are included in the patient unit.

Write steps in cleaning and preparing a unit for a new patient.

List ten items needed to provide for patient safety.

Suggested Resources. The instructor should choose and plan own presentation.

Textbooks, Workbooks, References

Anderson, Maja C., Basic Patient Care, 1965, pp. 31-54, xiii, W. B. Saunders Co., Philadelphia, Pa., 19105

Caldwell, Esther and Hegner, Barbara, Health Assistant, 1969, pp. 11-12, 28-31, 44-49

Culver, Vivian M., Modern Bedside Nursing, 1969, pp. 423-431, W. B. Saunders Co., Philadelphia, Pa., 19105

Hospital Research and Educational Trust, 840 North Lake Shore Drive, Chicago, Ill., 60611, Training the Nursing Aide, 1969, Lessons 3, 4, 5

Jodais, Janet, Personal Care of Patients--A Text for Health Assistants, 1970, pp. 27-38, 171-174, 175-180, W. B. Saunders Co., Philadelphia, Pa., 19105

Leake, Mary J., A Manual of Simple Nursing Procedures, 1966, pp. 14, 15-20, 80-82

Films and Film Strips

"Good Housekeeping in a Hospital" #3. Safety--It Begins with You

"First Aid Now" (General Information)

"The Big Three" (Hospital Housekeeping Procedures)

"Hospital Sepsis" (can be shown here or with Unit VIII)

UNIT IV: OBSERVATION AND REPORTING -- COMMUNICATIONS

Time: 8 hours Class
4 hours Practice

Objectives

The nursing aide/orderly will

make observations and report on the patient and his needs.

demonstrate skill in taking vital signs and in weighing a patient.

take accurate temperatures--oral, axillary, and rectal.

note accurate rate, strength, volume, and rhythm of pulse.

note rate and character of respirations.

measure accurately patient's blood pressure.

report and record vital signs; note especially and report deviations from normal.

note and report other signs and symptoms, such as skin appearance, mental attitude, level of consciousness.

help assess the patient and his needs.

help plan nursing care.

notice need for changing basic care plans.

use judgment in how and to whom to report observations.

hold observations in confidence.

admit and discharge a patient.

UNIT IV: OBSERVATION AND REPORTING -- COMMUNICATIONS

Resources and Activities	Outcomes
	The student will
Assign study previous to this unit from textbooks, workbooks, and procedure manuals.	study assignment related to responsibilities for observing and reporting.
Conduct class discussion on how to make observations of patients' physical and mental condition.	participate in class discussion about developing skills in observing and reporting patient's condition.
Add to list of medical terminology as it applies from unit to unit.	note skin color and condition, facial expressions, etc.
Discuss basic emotional needs for security, companionship, privacy.	identify apparent basic emotions as cheerful, depressed, irritable, etc.
Emphasize importance of practice in developing observation skills.	identify levels of consciousness.
	note and report behavior changes.
Using procedure handouts or references, demonstrate taking and recording vital signs.	return demonstrations according to procedures.
Allow for return practice.	take and record accurately temperature, pulse, respiration, and blood pressure.
Check for accuracy.	report deviations from "normals."
Demonstrate terminal thermometer care.	return demonstration on cleaning and disinfecting thermometers.
These procedures may be reinforced by Trainex or other similar films.	use films for self-study.
Demonstrate scales and weighing a patient.	return demonstration: balance the scales--upright, portable types.
Check student performance for accuracy.	weigh classmate (patient).
	record.
Demonstrate admission and discharge procedure. Allow time for practice.	return demonstration--admit and discharge patient.
	make observations and record.
Discuss this procedure, importance of first impressions.	during return demonstration the student will introduce patient, handle clothing and personal effects with care.
Demonstrate charting as practiced in clinical facility.	make observations.
Discuss use of Incident Reports.	obtain necessary information.
Role play admitting a patient and/or use film as "Mrs. Reynolds Needs a Nurse."	discuss, evaluate, and/or take notes.

UNIT IV: OBSERVATION AND REPORTING -- COMMUNICATIONS (cont'd)

Resources and Activities	Outcomes
	The student will
Secure telephone kit from phone company. Demonstrate telephone manners. Discuss type of information that may be revealed.	return demonstration on telephone skills. demonstrate telephone skill. use courteous tones of voice and speech. withhold confidential information.
Provide for repeat student demonstrations in clinical setting. Supervise and observe student progress.	repeat return demonstrations of above skills in clinical setting under instructor supervision and direction, which may be assisted by clinical supervisor, head nurse, or registered nurse.
Discuss related ethics and confidential nature of all observations.	regard patient with respect at all times. keep confidences and demonstrate ethical behavior.

UNIT IV: OBSERVATION AND REPORTING--COMMUNICATIONS

QUIZ ON UNIT IV
(Suggested examples of items to include in teacher-made test)

Explain why aides/orderlies should have skill in observing and reporting.

List eight observations an aide might make while admitting a patient.

List at least four ways in which these observations should be made.

List two characteristics of a good written report.

Name three important characteristics of oral reports.

What makes a person's weight change from day to day?

Why would you take a temperature rectally?

Name two conditions when you would not take a temperature rectally.

It takes _____ minutes for an oral thermometer to register.

Record an average T.P.R.

How would you handle an obvious dissatisfaction of a white person at the admission of a black patient to the same room?

What would you do if a patient handed you $2.00 while you discharged her?

Show skill in demonstrating these tasks:

Taking vital signs
Taking blood pressure
Admitting or discharging patient

Many supporting observations or reference points may be added to this section:

Is patient at ease when left after admission?
Have the routines been explained?
Was the signal system explained?
Was the aide careful of clothes and personal possessions?
Chart sheets that may be used by aide: graphics, nurse's notes, clothes list, admission notes, accident or incident report forms, etc.
How would you treat confidential information?
To whom would you report if you can't find a babysitter so you can come to work?

UNIT IV: OBSERVATION AND REPORTING--COMMUNICATIONS

Textbooks, Workbooks, References:

Caldwell, Esther and Hegner, Barbara, Health Assistant, 1969, Delmar Publishers, Inc., pp. 9-15, 69-72, 96-108, 116-119, 120-132

Donavan, Belsjoe, Dillon, The Nurse Aide, McGraw-Hill, Inc., 1968, pp. 22-30, 36, 146-160, 161-173, 377-389

Hospital Research and Educational Trust, 840 North Lake Shore Drive, Chicago, Ill., 60611, Training the Nursing Aide, Lesson (Chapter) 2, 10, 11

Leake, Mary J., A Manual of Simple Nursing Procedures, 1966, W. B. Saunders Co., 4th edition, pp. 20, 111-117

Jodais, Janet, Personal Care of Patients--A Text for Health Assistants, 1970, J. B. Saunders, Philadelphia, Pa., 19105, pp. 21-26, 125-151, 155-170, 171-174

Mayes, Mary E., Abdallah's Nurse's Aide Study Manual, 1970, 2nd edition, W. B. Saunders Co., Philadelphia, pp. 8-15, 94-98, 99-108, 224-230

Films:

"Heart--How it Works" (Structure and function of heart)

"Mrs. Reynolds Needs a Nurse" (Importance of understanding the patient)

Washington State Film Library
Olympia, Washington 98504

UNIT V: THE PATIENT AND HIS PERSONAL HYGIENE NURSING ROUTINES

Time: 12 hours Theory
18 hours Practice

Objectives

The nursing aide/orderly will

make care plan adjustments for individual needs of patients as allowed by patient's condition and doctor's orders.

answer lights and follow assigned routines.

demonstrate skill in making an occupied bed; modify bedmaking for special needs as recovery bed, etc.

demonstrate skill in grooming the patient, bathing patient, giving a partial bath, tub bath, or shower.

demonstrate skill in hair grooming--brush, comb, and shampoo hair--give scalp treatments under supervision.

give nail care to fingers and toes.

demonstrate skill in giving assigned therapeutic baths as Sitz, soaks, and packs.

give or assist patient to give his own oral care and hygiene.

shave patient's beard.

share in planning for diversional activity needs of patients.

help the patient regain habits of personal care.

include in daily care preventive and rehabilitative measures such as range of motion exercises, under supervision and instruction of registered nurse.

distinguish between the functions of the occupational therapist and the physical therapist.

UNIT V: THE PATIENT AND HIS PERSONAL HYGIENE NURSING ROUTINES

Time: 12 hours Theory
18 hours Practice

Resources and Activities	Outcomes
Assign text, project references and procedures previous to this unit of study.	The student will
Discuss in class the importance of personal hygiene for cleanliness, health, and refreshment.	participate in discussion. contribute ideas about individual differences that might matter to him, were he a patient.
Stress importance of individual's need for independence; of permitting self-care as much as patient's condition and doctor's orders will allow.	study patient's individual habits, likes, and dislikes and make adjustments in the care plan as much as is possible for his satisfaction and comfort.
Demonstrate signal and/or intercom systems.	answer lights promptly and with courtesy.
Hand out procedure sheets and/or refer to procedure books. Discuss points in detail.	participate in discussion on points or questions about the making of an occupied bed.
Demonstrate making an occupied bed. Emphasize: --Screening of patient --Safe handling of patient --Concern for patient's comfort and modesty --Self help where advisable --Economy of linen --Finishing touches	return demonstration on making an occupied bed: --screen patient --cover patient with bath blanket --keep soiled linen separate from clean --roll patient toward self or toward a secured rail --grasp patient over bony prominences rather than soft areas --leave toe room in upper covers --complete task by leaving call bell in reach, furniture tidy
Demonstrate variations on bedmaking as a recovery bed.	return demonstration according to procedure in making recovery bed.

UNIT V: THE PATIENT AND HIS PERSONAL HYGIENE NURSING ROUTINE

Resources and Activities (cont'd)	Outcomes (cont'd)
Hand out procedure sheets or refer to text-procedure book. Discuss details, making special emphasis on points to remember such as: --Screening of patient. --Use of bath blanket or other provision for modesty and warmth. --use of side rail for protection and for assisting patient to help himself in turning. --variations in procedure according to patient's own ability and level of consciousness regarding perineal care.	The student will discuss points of question about the procedures for bathing patients. express any feelings of shyness or inhibition if these are troublesome. list special precautions. plan to use bath time for special observation of patient's condition and progress.
Demonstrate sponge bath, tub bath, shower, and partial bath. Follow up and demonstrate use of bath chair in shower with actual patients in clinical setting. Include routines related to these procedures.	return demonstration on sponge bath either in classroom or on the ward. provide privacy and safety. give any of the baths previously demonstrated under supervision of instructor until able to function independently.
Complete bath routine with shampoo and hair grooming demonstration.	demonstrate skill in giving a shampoo, in combing, and arranging hair neatly.
Demonstrate all nursing routines for oral care. Emphasize especially cleaning and care of dentures.	demonstrate skill in completing personal hygiene and grooming. use patient safety precautions at all times. show concern for patient's fatigue.
Demonstrate therapeutic baths which will be expected of, and assigned to the nursing aide/ orderly in future employment.	identify any special equipment used. list safety factors. return demonstration according to procedure.
Demonstrate shaving a patient's beard.	return demonstration on shaving patient's beard.

UNIT V: THE PATIENT AND HIS PERSONAL HYGIENE NURSING ROUTINE

Resources and Activities (cont'd)	Outcomes (cont'd)
	The student will
Discuss active and passive exercise.	define "active" and "passive" exercises and be able to name an example of each.
Demonstrate range of motion exercises which may be given during bed bathing routine. Emphasize caution of stopping immediately if there is sign of resistance or pain and report to team leader/head nurse. Point out that the doctor's order is needed to prescribe the type and amount of exercise desired.	return demonstration on range of motion exercises and practice passive range of motion exercises or assist patient in doing his own as ordered. stop exercise at first sign of resistance or strain and report for further instructions.
Discuss the inclusion of preventive, rehabilitative, and diversional measures as part of the daily care plans.	share in planning for diversional activities, using information regarding patient's interests and needs gained through observation and consultation with others such as registered occupational therapist, registered physical therapist, doctor, or registered nurse.
Arrange for occupational therapist as guest instructor to discuss the criteria for selection of activities, to show specific techniques for remotivation and rehabilitation, to answer questions about improving responses of activities participants, to demonstrate preventive, restorative, and diversional measures in which the nursing aide/orderly can share.	participate in activities program if there is one in the clinical facility. encourage and help patients who may attend.
Provide for a similar visit from a physical therapist to help in explaining which activities are most helpful in preventing or overcoming a specific handicap or disability, to describe the role of the aide and orderly as participating members of the health team in providing preventive and restorative measures within the routine of daily patient care.	include range of motion or other measures as directed for prevention of deformity and/or restoration of impaired function. recognize the importance of getting patients out of bed each day both as a preventive measure and as a diversional outlet for a long-term illness.

UNIT V: THE PATIENT AND HIS PERSONAL HYGIENE NURSING ROUTINE

QUIZ ON UNIT V
(Suggested examples of items to include in teacher-made tests)

List the observations that might be made while bathing patient.

List special considerations for denture care.

What is a partial bath?

What would the aide do if:
the patient wanted a bed bath instead of a shower?
the patient refused a bath?
the patient wanted the bath routine at a different time?
the patient had a blister on his hip?
the patient's tongue was white and coated?

List purpose of Sitz bath.

Name three types of patient activities.

Describe the role of the registered occupational therapist, the registered physical therapist.

Evaluation considerations for the instructor:

Does the aide/orderly:
refer questions to the appropriate person?
plan to meet the individual needs?
encourage self help when advisable?
move patient with care and skill?
recognize the problem and give suggestions for solution?
know how to shave a patient?
know how to approach the task of finishing the bath on a patient?

Where does he/she put the patient's eye glasses?

How do this aide's/orderly's patients look and smell after morning care?

UNIT V: THE PATIENT AND HIS PERSONAL HYGIENE NURSING ROUTINES

Textbooks, Workbooks, References

Anderson, Maja, Basic Patient Care, A Programmed Introduction to Nursing Fundamentals, W. B. Saunders Co., 1965, pp. 55-145 (Bed Bath, A. M. and P. M. Care)

Anderson, Maja, Basic Nursing Techniques, 1968, W. B. Saunders Co., 1968, pp. 39-60 (Observation of the Patient), pp. 168-175 (Applications of Heat and Cold, including Sitz Bath), pp. 281-295 (Chronic and Terminal Illness)

Caldwell, Esther and Hegner, Barbara R., Health Assistant, Delmar Publishers, Inc., P. O. Box 5087, Albany, New York, 1969 pp. 44-49 (Bedmaking), pp. 50-54 (Bathing), pp. 54-62 (Comfort Measures, A. M. and P. M. Care)

Culver, Vivian M., Modern Bedside Nursing, 1969, W. B. Saunders Co., Philadelphia, "Meeting Daily Living Needs," and "Diversion," pp. 458-463, 466-473, 481-487, 498-502, etc.

Donavan, Belsjoe, and Dillon, The Nurse Aide, McGraw-Hill, Inc., 1968, pp. 64-114 (The Occupied Unit and Personal Care), pp. 304-305 (Postoperative Bed)

Hospital Research and Educational Trust, 840 North Lake Shore Drive, Chicago, Ill., 60611, Training the Nursing Aide, Lesson 6 (Lifting, Moving Patients, Occupied Bed), Lesson 7 (Personal Care of Patient), Lesson 9-25 (Sitz Bath)

Jodais, Janet, Personal Care of Patients - A Text for Health Assistants, 1970, W. B. Saunders Co., Philadelphia, Pa., 19105, pp. 60-81 (Helping Patient Care for Himself), pp. 30-57 (Bedmaking, Positioning, Use of Devices in Moving Patients)

Leak, Mary J., A Manual of Simple Nursing Procedures, 1966, W. B. Saunders Company, Philadelphia, Pa., 19105, pp. 67-79 (Occupied Bed, Bath, Shampoo, etc.) pp. 138-140 (Recovery Bed), pp. 103-108 (Hot Moist Packs), pp. 40-55 (Turning and Moving Patient in Bed)

U. S. Department of Health, Education, and Welfare, 1969, "Activities Supervisor's Guide--A Handbook for Activities Supervisors in Long-Term Care Facilities," Supt. Documents, U. S. Gov. Printing Office, Washington, D. C. 20402 ($1.00) pp. 21-58, Criteria for Selecting Activities, Instructions for Selected Activities, etc.

UNIT VI: THE PATIENT AND HIS NUTRITIONAL NEEDS

Time: 4 hours Theory
8 hours Practice

Objectives

The nursing aide/orderly will

identify and help provide for the basic human need for nourishment.

evaluate meals by naming examples of foods from each of the basic four food groups.

identify the food sources of basic nutrients.

list and identify at least four types of diets.

check and order stock supplies of nourishments.

check and order diets and diet changes.

check, serve, and collect trays.

feed a patient of any age or with a handicap.

record intake, patient's food likes and dislikes, complaints and suggestions.

check a diet against a discrepancy, may correct and report if serious.

keep fresh drinking water available at all times.

help those unable to help themselves at regular intervals.

serve nourishments to patients and keep within their dietary restrictions.

observe and report changes in a patient's appetite and intake.

identify items to be eliminated or altered for special diets as for a diabetic, low caloric, low sodium, or modified for age.

help a patient select foods for a special diet or ask and obtain reliable reference for him.

assist a patient who is vomiting, will note and record the character, amount, and time of emesis.

UNIT VI: THE PATIENT AND HIS NUTRITIONAL NEEDS

Resources and Activities	Outcomes
	The student will
Discuss normal diets and food requirements. Using basic four plan menus, discuss the foods in each group and the nutritional needs that each group provides.	identify the four basic food groups, normal requirements and contributions of each group. select foods needed to provide for himself a balanced diet for one day.
Discuss the dietary alterations for childhood and rapid growth, and the variations for aging and ill health.	identify the alterations required in youth and in aging. describe usual variations for illness. list and identify at least four types of diets.
Discuss fluid and nourishment requirement in health and disease.	identify normal fluid intake and illnesses which alter the need. keep fresh water or fluids available at all times.
Discuss dietary routine.	offer liquids to handicapped patients routinely.
Demonstrate setting up and serving trays.	order, check, serve, and collect meal trays.
Discuss appetite, intake, and digestion.	correct or report discrepancies between diet ordered and that served to patient.
Discuss social importance of food, value of appearance of food, and other factors.	note likes and dislikes.
Demonstrate feeding a bedfast patient, a bottle-fed baby, and a blind person. Discuss special feeding problems. Emphasize needs of hemiplegic in swallowing, turning head slightly and directing food toward unaffected side, etc., including feeding precautions. Demonstrate how to record intake.	return demonstrations. place patient in best position possible. show courtesy and consideration while feeding patient. assist as needed cutting meat, buttering bread, etc. observe necessary precautions. note and report intake. allow as much self-help as is permitted.

UNIT VI: THE PATIENT AND HIS NUTRITIONAL NEEDS

Resources and Activities (cont'd)	Outcomes (cont'd)
	The student will
Discuss modifications of diet, as liquid mechanical soft low caloric diabetic low sodium	discuss and help plan these modifications. demonstrate knowledge and accept responsibility in meeting the patient's nutritional needs.
Discuss helping a patient who is nauseated and/or vomiting.	assist anyone who is vomiting. note and report the emesis.
Consider and discuss various eating habits and adjustment problems which may occur through changes in routine when placed on hospital or nursing home eating schedules. Emphasize the need for evening nourishment such as milk or eggnog or bread and butter before bedtime, when the last meal has been eaten between 4:00 and 5:00 p.m.	exchange views on importance of eating habits. observe and check on the individual patient needs for nourishment when meals are early or missed.

UNIT VI: THE PATIENT AND HIS NUTRITIONAL NEEDS

QUIZ ON UNIT VI
(Suggested examples of items to include in teacher-made tests)

Identify the basic four food groups. How many servings of each does an adult need?

What modifications are made for an aged person? in illness?

What are some of the illnesses which alter fluid requirement?

How is intake recorded?

What will an aide do if a diabetic leaves food on his tray?

UNIT VI: THE PATIENT AND HIS NUTRITIONAL NEEDS

Texts, Workbooks, and References

Anderson, Maja, Basic Patient Care, Programmed Introduction to Nursing Fundamentals, W. B. Saunders Co., 1965, pp. 183-194 (Patient's Meals)

Caldwell, Esther and Hegner, Barbara, Health Assistant, 1969, Delmar Publishers, Inc., P. O. Box 5087, Albany, N. Y., pp. 72-79 (Nutritional Needs and Modifications)

Donavan, Belsjoe, and Dillon, The Nurse Aide, 1968, McGraw-Hill Book Company, New York, pp. 115-131 (Food Service)

Hospital Research and Educational Trust, 840 North Lake Shore Drive, Chicago, Ill., 60611, Training the Nursing Aide, Lesson 8 (Food Service)

Jodais, Janet, Personal Care of Patients - a Text for Health Assistants, 1970, W. B. Saunders Co., Philadelphia, Pa., 19105, pp. 82-91 (Your Patient - Helping Him With Food and Fluids)

Leak, Mary J., A Manual of Simple Nursing Procedures, 1966, W. B. Saunders Company, Philadelphia, Pa., 19105, pp. 24-29 (Fluid Intake and the Patient at Mealtime)

U. S. Department of Agriculture, Food for Fitness, Leaflet 424, Revised 1964, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

The Extension Service in your local area may have additional booklets or brochures.

Film

"Diabetes--What you Don't Know Can Hurt You"

Available from Washington State Film Library
Washington State Library
Olympia, WA 98504

UNIT VII: NURSING CARE FOR ELIMINATION

Time: 6 hours Theory
10 hours Practice

Objectives

The nursing aide/orderly will

describe the process of elimination and list the foods which act as dietary aids to elimination.

demonstrate skill in procedures to aid elimination.

assist a patient to the toilet.

give an enema, or insert a suppository.

place and remove a bedpan or urinal.

give care to an incontinent patient.

help with toilet training.

give special care to guard the skin of an incontinent patient.

observe and report any changes in amount or character of elimination.

participate with team members and patients in bowel and bladder training.

demonstrate skill in performance of a simple urinalysis as the Clinitest.

demonstrate the ability to modify an enema as for a healed colostomy irrigation.

identify gravity flow drainage as is used for retention catheters.

keep the tubing arranged to maintain a free flow.

measure output.

collect specimen of urine or of feces.

UNIT VII: NURSING CARE FOR ELIMINATION

Resources and Activities	Outcomes
	The student will
Assign in advance text references to digestion and elimination. Emphasize the dietary aids for elimination, importance of fluids, etc.	describe the process of digestion and elimination. list the foods which act as aids to elimination.
In class discussion point out such factors as -- the importance of helping the patient with elimination where needed -- individual differences in "normal" elimination habits -- embarrassment to the patient who needs help in that which he considers very personal -- handwashing for both the nursing aide/orderly and the patient after toileting.	participate in class discussion. show a helpful and willing attitude when offering a bedpan or urinal to patient. describe differences in normal elimination habits. discuss any feelings he may have the need to express, either in class or to the instructor. wash his hands with soap and water after every contact with patient's body, bedpans, urinals and emesis basins. Wash patient's hands.
Stress use of grab bars when going to bathroom.	assure patient's safety in walking to bathroom.
Discuss comparisons in appearance of "normal" feces or stool regarding variations in color, consistency, quantity, etc.	observe and recognize variations in feces or stool as to color, consistency, quantity, etc. observe and report changes in bowel pattern.
Present vocabulary related to elimination. Mention confusion to patient because of vocabulary.	define vocabulary related to elimination or excretion. use vocabulary understandable to patient.
Demonstrate placing of bedpan and urinal. Demonstrate removal and cleaning of each. Stress observation and recording of contents.	place a urinal or bedpan without undue embarrassment. watch for light signal to remove. remove bedpan/urinal, take to disposal unit, observe contents before flushing, and clean vessel thoroughly before returning to its proper place in patient's stand.

UNIT VII: NURSING CARE FOR ELIMINATION

Resources and Activities (cont'd)	Outcomes (cont'd)
	The student will
Demonstrate the simple enema procedure, with standard irrigation can. Display disposable types of equipment.	under supervision of registered nurse return demonstration of the simple tap water enema. (If disposable type is in more popular use locally, use as ordered.)
Demonstrate the evacuant suppository.	insert an evacuant suppository.
Discuss care of the incontinent patient. Emphasize attitude. (Some do not want younger women caring for them because of embarrassment. Discuss ways of solving this problem. Teach routines used in participating facility.)	give incontinent care. make every effort to provide care with least embarrassment and discomfort to patient, and, if patient protests, seek assistance of older nurse, if possible.
Safeguard the skin of an incontinent patient.	keep the patient clean and dry, thus protecting patient's skin and keeping the room smelling fresh.
Emphasize importance of segregating linen soiled with feces. Demonstrate use of protective clothing and emphasize the importance of frequent changing to avoid urine burns, offensive odors, and to begin to establish the feeling of dryness.	segregate linen soiled with feces. check on patients frequently. keep patients clean and dry.
Show film, "There is a Way." Discuss bowel and bladder training. Emphasize cooperation of all team members, importance of establishing a schedule, value of accurate records.	help the nursing team in establishing bowel and bladder training routine. study patient's habits and assist in gaining his cooperation. congratulate his achievements, however small.
Discuss fecal impaction. Discuss removal of impaction.	review the film for the examination of an impaction (if it is available

UNIT VII: NURSING CARE FOR ELIMINATION

Resources and Activities (cont'd)	Outcomes
	The student will
Demonstrate modifications of the enema as for a healed colostomy irrigation.	discuss main differences. return demonstration under supervision when appropriate opportunity is available.
Demonstrate collection of stool and urine specimen. Emphasize importance of using clean equipment, proper labeling, and prompt delivery.	collect either one, or both, specimens (with supervision the first time) according to procedures.
Discuss urinary output, when urine is measured, how to help patient void, significance of scant urinary output, etc.	measure and record urinary output on patients for whom it is ordered or indicated.
Discuss and display retention catheters and drainage apparatus. (Catheterization is not included in this course but left for on-the-job training later, if required by the hiring institution.)	identify gravity flow apparatus and keep tubing free from kinks.
Discuss cleansing perineum of patient who has catheter in place.	keep perineum clean and dry. avoid exposure and embarrassment to patient.
Demonstrate simple urinalysis as Clinitest.	return demonstration of urinalysis such as Clinitest.

UNIT VII: NURSING CARE FOR ELIMINATION

QUIZ ON UNIT VII

_ What do the following terms mean?

NPO	feces
fracture pan	stool
commode	void
impaction	defecate
intake and output I & O	

Why is urine measured?

In what ways might you help a patient void?

What precautions does the aide/orderly use if the patient has a retention catheter?

How might an aide help retrain a patient?

UNIT VII: NURSING CARE FOR ELIMINATION

Textbooks, Workbooks, References

Anderson, Maja, Basic Patient Care, A Programmed Introduction to Nursing Fundamentals, W. B. Saunders Co., 1965, pp. 78-87 (Elimination)

Anderson, Maja, Basic Nursing Techniques, 1968, W. B. Saunders Co., pp. 183-197 (Enemas)

Caldwell, Esther and Hegner, Barbara, Health Assistant, 1969, Delmar Publishers, Inc., P. O. Box 5087, Albany, N. Y., 12205, pp. 34-37 (Bedpans), pp. 63-68 (Specimens)

Donavan, Belsjoe, and Dillon, The Nurse Aide, 1968, McGraw-Hill Book Company, New York, pp. 103-108 (Personal Care), pp. 133-145 (Intake and Output, Specimen Collection)

Hospital Research and Educational Trust, 840 North Lake Shore Drive, Chicago, Ill., 60611, Training the Nursing Aide, Lesson 9 (Fluids and Wastes)

Jodais, Janet, Personal Care of Patients - a Text for Health Assistants, 1970, W. B. Saunders, Philadelphia, Pa., 19105, pp. 93-117, (Helping with Elimination)

Leak, Mary J., A Manual of Simple Nursing Procedures, 1966, W. B. Saunders Co., Philadelphia, Pa., 19105, pp. 30-39

Saxon, Jean, "Techniques for Bowel and Bladder Training," The American Journal of Nursing, Volume 62, September, 1962

Films

"There is a Way" (a film showing methods for bowel and bladder training)

Washington State Film Library
Olympia, Washington 98504

UNIT VIII: CONTROLLING INFECTIONS (ISOLATION)

Time: 6 hours Theory
10 hours Practice

Objectives

The nursing aide/orderly will

demonstrate knowledge of the nature of communicable diseases, how they are spread.

demonstrate skill in the special procedure of caring for a patient in isolation.

demonstrate skill in handwashing, gowning, for the isolation room.

demonstrate safe disposal of contaminated supplies, linens, and wastes.

set up a room for isolation use.

follow procedure for removing any item from the contaminated area.

differentiate between types of isolation procedure.

list the principles practiced in isolating an infectious patient.

describe modes of transmission of disease.

UNIT VIII: CONTROLLING INFECTIONS (ISOLATION)

Resources and Activities	Outcomes
	The student will
Assign text references for bacteria and infectious agents.	study the assigned texts. identify at least two agents which transmit disease.
Discuss conditions which favor growth of organisms: Darkness Dirt Dampness or moisture Warmth Lack of air Discuss conditions which inhibit growth of organisms such as Sunlight Cleanliness Dryness Cold-freezing Air	define "clean," "dirty," "contaminated," "uncontaminated." describe how to avoid transmission of disease. discuss and review importance of handwashing, maintaining clean units, keeping each patient's articles separate, even though not isolated, or individual use technique.
Discuss principles of isolation and modes of transmission. Show film, "Hospital Sepsis." (This film illustrates the ways by which infection can be spread.) Show also "Prairie Schooner, Space Age Model."	list the principles practiced in isolating an infectious patient and modes of transmission.
Demonstrate procedures used in isolation: -- Handwashing--water in room -- Setting up isolation unit -- Gown technique -- Mask technique -- Entering room or unit -- Transferring trays, food, other articles from clean to isolated area and reverse -- Disposing of food, linen, dressings, discharges from patient, body wastes	return demonstration on isolation procedures in classroom and under close supervision in clinical setting: handwashing setting up isolation unit gown technique mask technique entering room or unit transferring trays, food, other articles from clean to isolated area and reverse disposing of food, linen, dressings, discharges from patient, body wastes.

UNIT VIII: CONTROLLING INFECTIONS (ISOLATION)

Resources and Activities (cont'd)	Outcomes (cont'd)
	The student will
Demonstrate procedures used in isolation: (cont'd)	return demonstration on isolation procedures: (cont'd)
-- Thermometer techniques -- Concurrent disinfection -- Terminal disinfection	thermometer techniques concurrent disinfection terminal disinfection.
Explain and discuss reasons for differences in isolation procedure.	differentiate between types of isolation procedures.
Demonstrate transporting isolated patient to x-ray.	return demonstration on transporting patient to x-ray.

QUIZ ON UNIT VIII: CONTROLLING INFECTIONS (ISOLATION)

(Suggested examples of items to include in teacher-made test)

List three reasons for isolation.

List at least five ways in which diseases are spread.

Complete:
Anything within the isolation unit is considered _____.
A clean area is usually set up _____.
A gown is used only _____ time(s).
The procedure of covering contaminated articles with two sacks is called _____.

Why is a gown worn in the isolation room?

Give rules for handling linen.

How can a watch be used in an isolation room?

Describe how a patient is transported from the isolation room to x-ray.

When is a mask not required? Why not?

UNIT VIII: CONTROLLING INFECTIONS (ISOLATION)

Texts, Workbooks, References

Caldwell, Esther and Hegner, Barbara, Health Assistant, 1969, Delmar Publishers, Inc., P. O. Box 5087, Albany, N. Y., 12205, pp. 16-27 (Basic Medical Asepsis)

Donavan, Belsjoe, and Dillon, The Nurse Aide, 1968, McGraw-Hill Book Co., New York, pp. 3-47 (Asepsis), pp. 364-376 (Care of Isolated Patient)

Hospital Research and Educational Trust, 840 North Lake Shore Drive, Chicago, Ill., 60611, Training the Nursing Aide, Lesson 16 (The Patient in Isolation)

Jodais, Janet, Personal Care of Patients - a Text for Health Assistants, 1970, W. B. Saunders Co., Philadelphia, Pa., 19105, pp. 273-275 (Special Care Areas--Isolation)

Leak, Mary J., A Manual of Simple Nursing Procedures, 1966, W. B. Saunders Company, Philadelphia, Pa., 19105, pp. 143-151 (Caring for the Patient in Isolation)

Films

"Hospital Sepsis" (hospital oriented)

"Prairie Schooner--Space Age Model" (home oriented)

Above films available from Washington State Film Library
Olympia, WA 98504

(If Trainex or other teaching films are available in your school, they may be used to reinforce the teacher's demonstrations.)

TEACHER'S GUIDE FOR EXAMINATIONS

TEACHER'S GUIDE
for
WRITTEN EXAMINATION

(May be used both as pre-test and final test)

1 - The major responsibilities of an aide/orderly are:

Answer: Give assistance to the patient who requires help in providing for daily needs.
Observe and report observations.

2 - Appearance and behavior rules are:

Answer: Be clean, neat, discreet, friendly, cheerful, kind and courteous, prompt, honest in making promises.

3 - List important rules for good body mechanics:

Answer: Stand with broad base of support, bend your knees instead of your back, lift with your large leg muscles, use your own weight as a counterbalance, face the direction of the pull or push, keep the center of gravity of the weight to be lifted close to your own center of gravity, shift weight from forward to rear foot when pulling, from rear to forward foot when pushing, roll or slide objects whenever possible.

4 - List the conditions of patients which modify their needs and the manner in which they may be met:

Answer: Age, temperament, social state, physical and intellectual state, weight, mentality, hearing, speech, sight, touch, equilibrium, motor power, confusion, loss of memory.

5 - Name four ways a patient can communicate:

Answer: Voice, tone of voice, expression, body English.

6 - What would you do if you noticed a red spot on a patient's ankle?

Answer: Keep pressure off the area, encourage circulation by rubbing. Tell the nursing supervisor and write it on a report.

7 - What are some signs and symptoms you could observe as you care for a patient?

Answer: Sores, bruises, cuts, discolored areas, abrasions, bleeding or drainage, lumps or swelling, rash or hives, hardness of abdomen, signs of a cold, diarrhea or constipation, frequency of urination or bowel movement, excessive perspiration, condition of nails, unusual odors, motor ability,

state of mental health, ability to control bowel or bladder, dizziness, emergencies such as hemorrhage, convulsions, falls, behavior, signs of infection, vital signs, condition of dentures, glasses, cane, crutches, walkers, wheeled chairs and other equipment.

8 - What is the principle of "individual use technique"?

Answer: One patient's belongings, bed linen, equipment are for him alone and should not be put in contact with those of other patients.

9 - Name the ways in which diseases can be transmitted:

Answer: Air, contaminated articles or people, body wastes, drainage and dressings, cleaning equipment, dishes, glasses.

10 - Give the major steps you would take to make an occupied bed.

Answer: Should include evidence of awareness of good linen handling, safety (roll patient toward worker or secured rail), concern for the patient's comfort and modesty, encouragement of self help, economical use of linen and supplies, and appearance of the unit.

11 - How would you do your part in providing a safe environment?

Answer: Know how to assist in case of fire or disaster, clean up spilled water, food, or anything which would make a floor slippery, report defective equipment, apply restraints properly, avoid transmitting infection by hands, uniform, food, equipment, linen, etc.

12 - What are the most important foods for an old person or one who is ill? Why?

Answer: Protein, vitamin and mineral foods are the most important because they help rebuild body tissue and keep it healthy.

13 - What are some precautions you would take when feeding a patient?

Answer: Never give food or fluid to an unconscious patient; have the patient in good position; never stuff his mouth; if one side of the throat is paralyzed, turn him toward the strong side; use good hygiene; i.e., wash hands and handle food carefully.

14 - What are some indications that a person is not taking sufficient fluid?

Answer: Dry mouth, dry skin, eyes seem dry, urine is concentrated and has strong odor, fever, confusion, constipation.

15 - How would you toilet train a patient? Include the clues which tell you when a patient is ready for training. Why is toilet training important?

Answer: When a patient realizes that he is wet or soiled, when he seems to be restless before urination or bowel movement, or when he seems to urinate or have a bowel movement at a fairly regular time, the staff should make the decision (if this is possible). One aide can try the patient on her own shift. The patient should be put on the toilet or the commode before meals, after meals, at bedtime, about midnight and about 5 A.M. A record should be kept of success or failures and necessary adjustments in the schedule should be made. If the patient has an accident, he should not be scolded but should be encouraged when he has success. Toilet training is important for the morale of the patient and will frequently help him improve in other ways. It is also good for improving the patient's social activities.

16 - What procedures do you include in A.M. care?

Answer: Toileting, hand and face washing, oral care, hair combing, care of eye glasses and hearing aids, make-up, dressing. For bed patients you would include back and perineal washing.

17 - What procedures do you include in P.M. care?

Answer: Toileting, washing of face, hands, back, back rub, care of clothing, oral care, put away glasses, hearing aids.

18 - What are the major causes of skin problems?

Answer: Poor circulation, inactivity, poor nutrition, exposure to urine or feces if diarrhea is present, irritation, pressure, allergies, certain diseases.

19 - What measures would you take to prevent bedsores?

Answer: Keep helpless patients turned at least every two hours and more frequently if the area on which they have been lying is red. Promote circulation by washing, rubbing the pressure points. Use care in positioning feet and legs so that pressure does not continue on a bony part for a long time--use pillows, sponge pads, etc. Keep the patient clean, avoid wrinkled bed clothing or other irritating conditions.

TEACHER'S GUIDE
for
FINAL PRACTICAL EXAMINATION

1 - Make occupied bed -- include linen handling.

2 - Take TPR.

3 - A.M. care. P.M. care.

4 - Transfer patient from chair to toilet.

5 - Transfer hemiplegic patient from chair to bed. To tub.

6 - Transfer weak patient from chair to tub - two aides.

7 - Position patient in the following positions:

back lying, side lying, face lying, sitting in bed, sitting in chair.

8 - Give incontinent care.

SUPPLEMENT

STARTING A NEW CLASS

Instructor will introduce and identify self, write name on board, pass name tags and other school records, have students introduce and identify selves, after making out name tags.

Instructor will explain school procedure and facilities,

make out any other school records,

discuss course goals and objectives (provide written copies, if possible),

discuss
- attendance
- punctuality
- reporting of illness or absence
- smoking
- meals
- safety precautions
- insurance.

Think of this training as preparation for a job. Attitude, attendance, etc., are part of it.

Examine texts and evaluation forms.

Explain progress chart, rotations, and school calendar.

Proceed with first lesson.

SAMPLE ASSIGNMENTS FORM

Lesson No.	Text Pages	Procedure Book Pages	Reference--Film--Report--Test (whichever applies)

SAMPLE LESSON PLAN FORM

Lesson Plan Unit_____ Hours_____

Supplies Needed:

Text: Pages_____

Additional references:

Visual aids:

Content and Presentation	Emphasis	Expected Behavior

SAMPLE EVALUATION OF PROCEDURES FORM

NAME _____ BY _____

NAME OF PROCEDURE	Student	Student	Supervisor
Assembles Equipment			
Washes Hands			
Explains to Patient			
Listens to Patient			
Adapts Procedure to Patient			
Encourages Self Help			
Asks for Help if Needed			
Uses Good Body Mechanics			
Uses Safety Measures (side rails, etc.)			
Controls Cross Contamination			
Practices Teamwork			
Observant			
Reports Adequately			
Takes Average Time			
Organized			
Cleans Up Equipment			
Patient is Comfortable when Finished			
Room Neat when Finished			
Incident			
Comment			

PERSONAL
SAMPLE EVALUATION FORM

NAME _____ by _____

	End of Week				Comment
	1	2	3	4	
Attendance:					
Absent with excuse					
Absent without excuse					
Tardy--number of times					
Appearance:					
Always neat					
Usually neat					
Untidy					
Ethics:					
Property: Supplies and equipment					
Careful use of					
Wasteful of					
Discretion:					
Gossips frequently					
Gossips occasionally					
Does not gossip					
Interest:					
Eager to learn					
Average					
Indifferent					
Relationships:					
Staff:					
Works well with staff					
Cooperative					
Uncooperative					
Supervisor:					
Dependable					
Needs extra supervision					
Patient:					
Spends extra time with patient					
Talks a while with patient					
Avoids patient contact					
Work:					
Accomplishes assignment					
Does not finish work					
Does untidy work					

TEACHING TECHNIQUES - THE FOUR-STEP PATTERN

An analysis of the four-step pattern follows. This will aid you in working out your teaching plans and in appraising teaching done by others.

Step One -- Preparation

1. Get learner ready to receive the lesson.

    a. Put him at ease.
    b. Get his interest.
    c. Link up with his past experience.
    d. State definitely what he is to learn.

2. Suitable methods -- anecdote, analogy, comparison, contrast, suggestive questions, attention-getting stunts.

Step Two -- Presentation (Instructor Demonstration)

1. Develop lesson content point by point. Emphasize key points.

2. Explain the "how" and "why" in each point.

3. Emphasize the safety precautions.

4. Emphasize new trade or technical terms.

5. Give in reasonable stages.

6. State standards of performance or achievement expected with reference to:

    a. Method and procedure.
    b. Accuracy.
    c. Quantity (time factor).
    d. Quality (features of workmanship).

7. Summarize by having student tell

    a. The steps of procedure.
    b. The standards of achievement.

8. Suitable methods -- telling, showing (demonstration), illustrating, outlining, questioning.

9. Repeat until student thinks he can do it.

Step Three -- Application

1. Let student put lesson into practice.

2. Watch his procedure to forestall errors.

Step Three -- Application (cont'd)

3. Re-teach where necessary.

4. Give practice in reasonable stages; check at each stage.

5. Give sufficient practice.

6. Gradually withdraw assistance.

7. Let student check his own work.

8. Suitable method:

   a. Manipulative practice on real job, simulated job, exercise.
   b. Assigned study.
   c. Assigned questions for written answers.
   d. Other assignments.

9. Student repeats until instructor is sure the student has learned.

10. Prepare job report.

Step Four -- Testing

1. Should begin early in lesson.

2. Suitable methods:

   a. Test at frequent intervals and at summary.
   b. Observe student's performance to note his method and procedure.
   c. Inspect finished work for quality, accuracy and time.
   d. Inspect written work for understanding, judgment, neatness, and orderliness.
   e. Evaluate job report.

3. Commend student when he deserves it.

PROCEDURE LIST FOR NURSING AIDE/ORDERLY SKILLS

Skills in Providing for Daily Living, Personal Health and Hygiene

Cleanliness and skin care:
- Giving or assisting patient to give his own
  - Baths
    - Bed
    - Partial
    - Shower
    - Tub
  - Back rub

Dressing and undressing the patient

Elimination
- Bedpan--giving, removing, and cleaning
- Urinal--giving, removing, and cleaning
- Output--measuring, recording
- Giving incontinent care
- Participating in bowel and bladder training

Exercise, ambulation, and rehabilitation, with supervision of registered nurse or physical therapist
- Helping patient walk
  - With nurse
  - With cane
  - Using safety belt
  - With walkerette
  - With crutches
  - With parallel bars
- Helping in using range of motion exercises
- Assisting with transfer of patient (moving patient)
  - Bed to chair and back
  - Bed to wheel chair to commode and back
  - Bed to cart, transport, and return
  - Helpless patient
  - Weak patient
  - Hemiplegic patient

Grooming
- Shampooing hair
- Combing/brushing hair
- Caring for special problem hair, matted, etc.
- Caring for nails--fingernails, toenails
- Shaving

Nourishment
- Serving trays--regular, special diets
- Feeding patient--adult; blind, helpless, hemiplegic
- Providing between-meal nourishment and drinking water
- Observing, measuring, recording fluids intake

Oral Hygiene
- Assisting with oral hygiene
- Giving mouth care to helpless patient
- Cleaning dentures, bridges

Posture
- Using body mechanics for patient and self
- Positioning patient in bed
- Positioning patient in chair

Comfort, Rest, Sleep
- Making up a unit
- Beds--making closed (empty)
  - making occupied (open)
  - making special (recovery) beds, etc.

Skills in Providing for Physical Safety
- Applying restraints
- Cleaning a unit
- Raising and lowering side rails (beds and chairs)
- Using brakes on wheelchairs and carts
- Practicing medical asepsis (isolation procedure)
- Washing hands
- Assisting in fire/emergency procedures

Skills in Providing Diversional Activities with Supervision of Registered Nurse and Occupational Therapist
- Applying measures as directed and taught for prevention and rehabilitation
- Participating in activities program

Skills in Providing Emotional Support
- Listening to patients
- Reporting patient's worries, fears, and problems to team leader/head nurse
- Keeping confidences
- Respecting patient's rights to privacy of person and thought

Skills in Providing Spiritual Encouragement
- Relaying request or need for priest or clergyman
- Assisting patient in religious exercises

Skills in Observing, Reporting, and Assisting with Therapeutic Procedures
- Binders: applying straight, tailed, "T" binders
- Decubiti: giving decubitus care
- Enemas: giving simple enema
  - giving disposable enema
- Hot water bottle: filling and applying
- Ice bag and ice collar: filling and applying
- Incontinent care
- Lights: answering patients' lights and calls for help

Skills in Observing, Reporting, and Assisting with Therapeutic Procedures (cont'd)

- Observing and reporting unusual signs and symptoms such as posture, balance, gait, falling, breathing, choking, swallowing, coughing, color (flushing, pallor, etc.)
- Positioning and draping patients for examinations and treatments
- Shaving patient
- Specimens:
  - Collecting urine
  - Collecting feces
  - Collecting sputum
- Urinalysis
  - Testing for sugar
  - Testing for acetone
- Vital signs:
  - Taking and recording temperature
  - Taking and recording pulse
  - Taking and recording respirations
  - Taking and recording blood pressure
- Weighing patient

Skills in Maintaining Routines Within Employing Facility -- Contributing to a Pleasant Environment for the Patient

- Admitting patients
- Discharging patients
- Equipment: Care and cleaning of equipment--enamel, glass, stainless steel, plastic, disposable types, wood, other surfaces
- Last offices: Assisting with post mortem care
- Routines: Giving A.M. care
  - Giving P.M. care
  - Giving night care
- Utility Room: Cleaning and maintaining clean working areas

BEST COPY AVAILABLE

SAMPLE SCHEDULE 1-year 360-hour course

%		Week 1	Week 2	Week 3	Week 4	Week 5
9 10	10 hrs. per wk. Clin. theory and practice	Unit I	Emphasis on Exploration of Health Careers			Start Unit II
10 11	10 hrs. per wk. 6 theory 4 clin. or clin. pr.	Unit II				
11 12	10 hrs. per wk. 6 theory 4 clin. & clin. pr.	Unit III			Start Unit IV	
12 1	10 hrs. per wk. 6 theory 4 clin. pr.	Unit IV	Start Unit V			
1 2	10 hrs. per wk. 6 theory 4 clin. pr.	Unit VI		Start Unit VII		
2 3	10 hrs. per wk. 6 theory 4 clin. pr.	Unit VIII			Review Unit I 4 theory 6 clin.	Review Unit II 4 theory 6 clin.
3 4	10 hrs. per wk. 4 theory 6 clin.	Review Unit III	Review Unit IV	Review Unit V	Review Unit VI	Review Unit VII
4 5	10 hrs. per wk. 4 theory 6 clinical	Review Unit VIII				

SAMPLE SCHEDULE -- One-semester 360-hour course

Mo.		Week 1	Week 2	Week 3	Week 4	Week 5
1	20 hours per wk. 14 hours theory 6 hours classrm. and/or clinical pr.	Unit I	Unit II		Unit III	
2 3	20 hours per wk. 14 hours theory 6 hours classrm. and/or clinical pr.	Unit IV		Unit V		
3 4	20 hours per wk. 10 hours theory 10 hours clin. practice	Unit VI		Unit VII		Unit VIII
4 5	20 hours per wk. 10 hours theory 10 hours clin. practice	Unit VIII (cont.)	Review complete clinical practice or make-up	Review complete clinical practice or make-up		

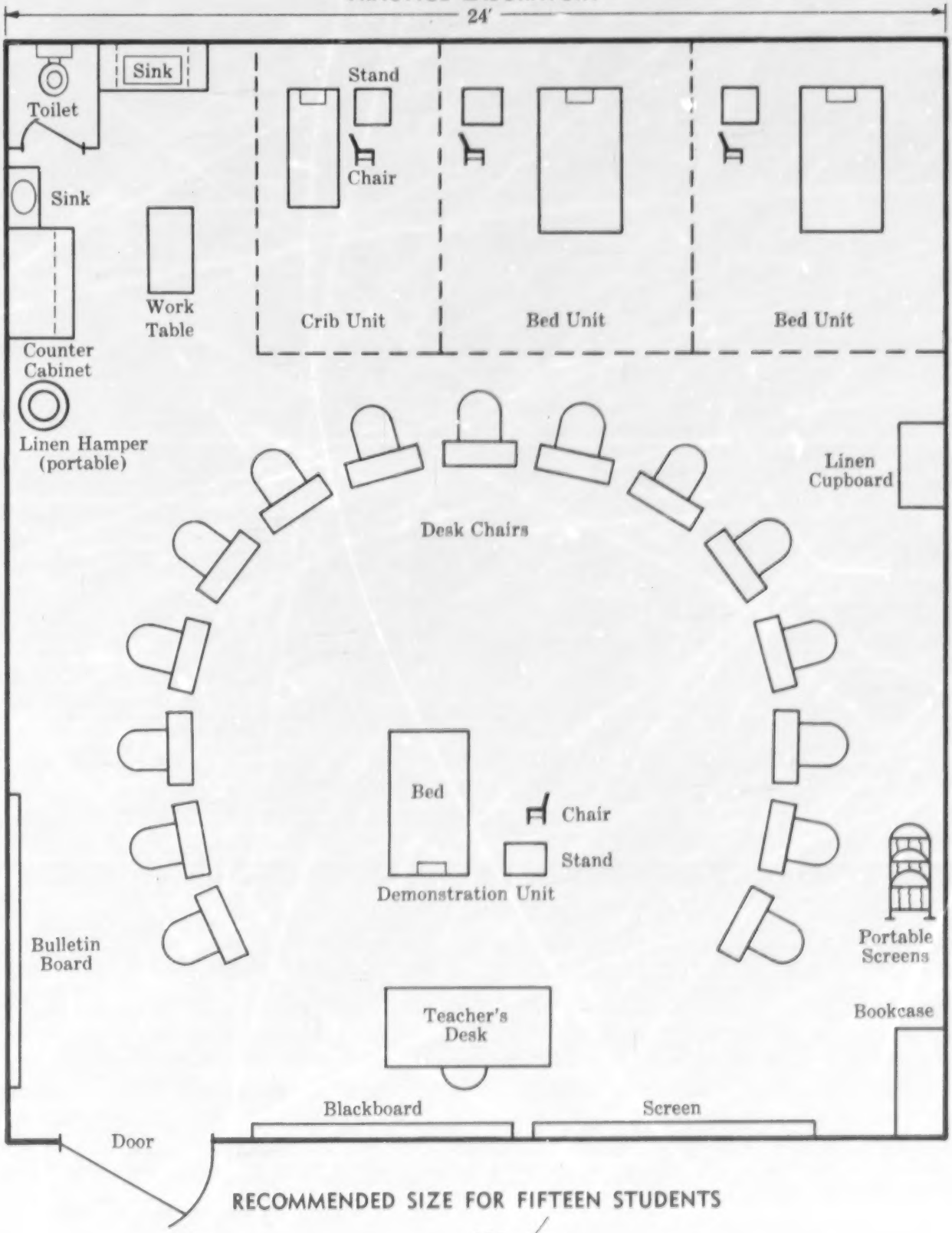
SAMPLE SCHEDULE Adult 8-week course

Wk.		Mon.	Tues.	Wed.	Thur.	Fri.
1	Classroom 30 hours	Begin Unit I	Unit I Test U-I	Unit II	Unit II	Unit II Test
2	Class 30 hours	Unit III	Unit III Test	Unit IV	Unit IV	Unit IV
3	Class 18 hours Clinical Exp. 12 hours	Unit IV Test	Unit V	Unit V	Unit V	Unit V
4	Class 18 hours Clinical Exp. 12 hours	Unit V	Unit V Test	Unit VI	Unit VI	Unit VI
5	Class 10 hours Clinical Exp. 20 hours	Unit VII	Unit VII	Unit VII	Unit VIII	Unit VIII
6	Class 10 hours Clinical Exp. 20 hours	Unit VIII	Unit VIII	Unit VIII	Unit VIII Test	Review
7	Class Review 5 hours Tests 10 hours Clinical Exp. 16 hours	Review 5 hrs.	Performance Tests 5 hrs.	Performance Tests 5 hrs.	Clinical Experience 8 hours	Clinical Experience 8 hours
8	Tests Written and Performance	Clinical Experience 8 hours	Performance Exams 6 hours	Performance Exams 6 hours	Final Written Exams 6 hours	Student Conference on Evaluation of course

TRAINING COURSE FOR NURSING AIDES AND ORDERLIES

(Nursing Assistant or Hospital Attendant)

SAMPLE CLASSROOM LAYOUT
and
PRACTICE LABORATORY



RECOMMENDED SIZE FOR FIFTEEN STUDENTS

CLASSROOM SPACE AND PLUMBING FACILITIES

Facility and equipment (Secure prices at local level.)

70 square feet of space for each patient unit
Utility area including:
- dumping sink or toilet
- double deep sink
- handwashing sink (mandatory)
- storage areas

Washbowls
Toilets with grab bars*
Island tub with grab bars*
(This could be usual tub set out from wall.)
Regulation tub with grab bars*
Classroom with blackboard, table, and chairs (essential)
Projector and screen available (essential)

*Optional.
These items can be found in the clinical setting and demonstrations planned accordingly.

EQUIPMENT

One patient unit for each five students. Unit to consist of the following:

Basin, bath	Chair, straight	Pillows, 2
Basin, emesis	Cup, tooth	Pillow cases, plastic
Bedpan	Dish, soap	Pitcher, water
Bedside stand	Glass, drinking	Sheet, rubber, draw
Bed with mattress	Mattress cover, plastic, or impervious cover on mattress	Stool, foot
Chair, arm		Table, overbed

LINEN

For each unit to consist of the following:

Mattress cover	1 blanket	2 bath towels	4 pillow cases
4 sheets	1 spread	2 face towels	2 patient gowns
2 draw sheets	1 washcloth	2 bath blankets	

OTHER LINEN

Hamper bags for linen -- 2 bags for each hamper
Covers for hot water bottles

LISTS OF CLASSROOM EQUIPMENT AND SUPPLIES

Miscellaneous Classroom Equipment and Supplies

Bed board*
Bed cradle*
Bottle, hot water
Bottle, urine spec.
Can, enema
Clinitest sets*
Clippers & files, nail
Collar, ice
Commode*
Container, stool spec.
Crutches*
Dispenser, paper towel
Foot board
Light, signal*
Parallel bars*
Pitcher, graduate
Rails, side*
Restraints
Rings, sponge or rubber
Screens, bed (1 for ea. unit)
Stretcher*
Test-stik
Tes-tape
Thermometer, bath
Thermometers, oral
Thermometers, rectal
Thermometer holders
Tray, food, dishes, silverware*
Tubes, rectal
Urinal
Walkerette*
Wastebaskets
Wheeled chair

Needs for Each Single Unit

Equipment
- Basin, bath
- Basin, emesis
- Bedpan
- Bedside stand
- Bed, twin crank
- Bed, electric
- Mattress, with water-proof covering
- Arm chair*
- Straight chair
- Tooth cup
- Soap dish
- Drinking glass
- Mattress cover
- Pillows
- Plastic pillow cases
- Water pitcher, stainless*
- Rubber draw sheet
- Foot stool*
- Overbed table

*Optional - 1 per classroom

Linen
- Mattress cover, quilted
- Sheets
- Sheets, draw
- Blanket
- Spread
- Washcloth
- Bath towels
- Face towels
- Bath blankets
- Pillow cases
- Patient gowns

Other Linen & Equipment
- Hamper stand, portable
- Hamper bags for linen - 2 for ea. hamper
- Hot water bottle covers

*Optional. These items can be found in the clinical setting and demonstrations planned accordingly.

COORDINATING
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